

Teacher's Scoring Guide



Grade 5
English/Language Arts
Fall 2008

Indiana Statewide Testing for Educational Progress



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INTRODUCTION

During the fall of 2008, Indiana students in Grades 3 through 8 and Grade 10 participated in the administration of *ISTEP+*. The test for *ISTEP+* Fall 2008 consisted of a multiple-choice section and an applied skills section. For the fall testing, the multiple-choice section was machine-scored. The applied skills section consisted of multiple-choice questions, open-ended questions, and a writing prompt. The multiple-choice questions were machine-scored, while the open-ended questions and writing prompt were hand-scored.

Test results for both the multiple-choice and applied skills sections as well as images of the applied skills student responses will be available online in late November 2008. *ISTEP+* Student Labels and Student Reports will be sent to the schools in early December 2008. It is the expectation of the Indiana Department of Education that schools will take this opportunity to invite students and parents to sit down with teachers to discuss the results. To support this endeavor, the Indiana Department of Education has prepared the following *Teacher's Scoring Guide*. The purpose of this guide is to help teachers to:

- understand the methods used to score the *ISTEP+* Fall 2008 applied skills section, and
- discuss and interpret these results with students and parents.

In order to use this guide effectively, you will also need the Student Report and a copy of the student's applied skills responses.

There are three scoring guides for Grade 5, English/Language Arts, Mathematics, and Science. In this English/Language Arts guide, you will find:

- an introduction,
- a list of the English/Language Arts Grade 4 Indiana Academic Standards,*
- rubrics (scoring rules) used to score the open-ended questions and the writing prompt,
- multiple-choice questions with correct response indicated,
- anchor papers that are actual examples of student work (transcribed in this guide for clarity and ease of reading), and
- descriptions of the ways in which the response meets the rubric criteria for each of the score points.

When you review the contents of the scoring guide, keep in mind that this guide is an overview. If you have questions, write via e-mail (istep@doe.in.gov) or call the Indiana Department of Education at (317) 232-9050.

* Because *ISTEP+* is administered early in the fall, the Grade 5 test is based on the academic standards through Grade 4.

INTRODUCTION TO THE ENGLISH/LANGUAGE ARTS WRITING ASSESSMENT

The ability to write clearly and effectively is more important today than ever. By asking students to write, educators send a clear message to students that the ability to organize one's thoughts clearly and logically and to use standard language (grammar) conventions is valuable. This is why the Indiana Department of Education developed a writing assessment for *ISTEP+*. The purpose of the writing task is to assess students' abilities to (1) communicate effectively in writing and (2) use correct language conventions (e.g., grammar, spelling, punctuation, and capitalization).

The writing assessment developed for *ISTEP+* is based on the recognition that writing is a process. For this reason, the writing tasks are aligned as closely as possible with the writing process.

Students

- **are given a writing prompt.**
The prompt describes what the students should write about. For example, in Grade 5 the students were asked to write an original story about a time when they did their personal best.
- **engage in pre-writing and drafting.**
Pre-writing and drafting are planning phases. During these phases, students begin to organize and get their ideas on paper. The pre-writing and initial drafts are not scored.
- **revise their writing.**
During the revision stage, students focus on the content, organization of ideas, and overall meaning of the writing. Students should ask themselves, "Does my writing say what I want it to say?"
- **edit their writing.**
The focus during the editing phase is on the correct use of grammar, spelling, punctuation, and capitalization. An Editing Checklist is provided in the test book to remind students to review their papers for these elements.
- **complete a revised and edited draft.**
The revised and edited draft is the completed student response. **Only this revised and edited draft is scored.**

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. **The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.**

RUBRICS FOR THE WRITING ASSESSMENT

A rubric is a description of student performance that clearly articulates the requirements for each of the score points. Scoring rubrics are essential because they ensure that all papers are scored objectively. Moreover, because the writing rubrics were developed by Indiana teachers, they represent those characteristics of writing that Indiana educators identify as important.

There are two types of rubrics used to score student writing on *ISTEP+*.

- **Writing Applications Rubric**

This rubric assesses the students' ability to communicate their ideas effectively. The Grades 3–5 Writing Applications Rubric has three major categories: (1) Ideas and Content, (2) Organization, and (3) Style. Under each major category there are specific criteria that describe the category more fully. For a detailed description of the categories and the scoring criteria for each of the six performance levels, see the Writing Applications Rubric on pages 10 through 15.

- **Language Conventions Rubric**

This rubric assesses students' abilities to use grammar, spelling, punctuation, and capitalization. The Grades 3–5 Language Conventions Rubric is directly linked to the Editing Checklist in students' test books. For a description of the Language Conventions Rubric, see page 16.

In conjunction with the writing rubrics, anchor papers are used to score student writing. **Anchor papers are examples of actual student responses that meet the rubric criteria for a particular score point.** Anchor papers for Writing Applications and Language Conventions are shown on pages 21 through 30. These anchor papers have been transcribed for publication to make them clearer and easier to read.

Based on the rubrics and the anchor papers, each student paper receives two scores, one for Writing Applications and one for Language Conventions. Both of these scores are derived holistically. In holistic scoring, each paper is assigned the score points that provide the **best overall description of the performance**. In this scoring process, evaluators examine each response as a whole for the body of evidence of writing ability, rather than concentrating on any single factor, such as length of the essay or the number of errors contained in the writing.

Each score point covers a range of performance. The anchor papers presented in this guide represent the types of responses most commonly found at each score point level. These anchor papers also represent the most typical combinations of Writing Applications and Language Conventions scores (e.g., 6/4, 5/4, 4/4, 3/3, 2/2, 1/1). Other combinations of scores, though not as common, are also possible.

RUBRICS FOR THE WRITING ASSESSMENT (cont.)

If a response is unscorable, it is assigned one of the following condition codes:

- A Blank/No response/Refusal
- B Illegible
- C Written predominantly in a language other than English
- D Insufficient response/Copied from text
- E Response not related to test question or scoring rule

In addition to their function as a scoring device, rubrics are an effective instructional tool. We encourage teachers to use rubrics as a regular part of classroom instruction. Teachers may discuss the rubric categories, provide examples of the strategy/skill from published and student writing, model the strategy/skill that supports each category, and use the rubrics as a basis for teacher/peer/self evaluations. These activities will support student growth and allow students to enter the testing situation with confidence.

SCORING NOTE FOR LANGUAGE CONVENTIONS

In the writing prompt and extended-response question, students are not penalized more than once for a given error (e.g., a capitalization or punctuation error associated with a run-on sentence or sentence fragment).

ENGLISH/LANGUAGE ARTS GRADE 4 INDIANA ACADEMIC STANDARDS

☐ **READING: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (*un-*, *re-*, *-est*, *-ful*), and context (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

☐ **READING: Comprehension and Analysis of Nonfiction and Informational Text**

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.in.gov/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many different subject areas, magazines and periodicals, reference and technical materials, and online information.

☐ **READING: Comprehension and Analysis of Literary Text**

Students read and respond to a wide variety of significant works of children's literature. The selections in the **Indiana Reading List** (www.doe.in.gov/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

☐ **WRITING: Processes and Features**

Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

☐ **WRITING: Applications**

Students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4—WRITING: Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

☐ **WRITING: English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

☐ **LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

(Because this standard does not lend itself to a paper-and-pencil test, it is not currently assessed by ISTEP+.)

NOTE: This page provides an overview of the Indiana Academic Standards. The IDOE Web site at www.doe.in.gov contains a complete version of the Indiana Academic Standards, which may be downloaded.

WRITING APPLICATIONS OVERVIEW

Grades 3–5

Overview of the Writing Applications Rubric

This rubric summarizes the scoring requirements for each of the six performance levels. To determine the criteria for a specific score point, read across the rows.

For more detailed information about each of the score points, refer to the Writing Applications Rubric on pages 10 through 15. For information about the Language Conventions Rubric, turn to page 16.

| Score Level | Ideas and Content |
|-------------|---|
| | Does the writing sample |
| | |
| 6 | <ul style="list-style-type: none"> • stay fully focused? • include thorough and complete ideas? |
| 5 | <ul style="list-style-type: none"> • stay focused? • include many relevant ideas? |
| 4 | <ul style="list-style-type: none"> • stay mostly focused? • include some relevant ideas? |
| 3 | <ul style="list-style-type: none"> • stay somewhat focused? • include some relevant ideas? |
| 2 | <ul style="list-style-type: none"> • exhibit less than minimal focus? • include few relevant ideas? |
| 1 | <ul style="list-style-type: none"> • have little or no focus? • include almost no relevant ideas? |

Chart continues on page 9.

WRITING APPLICATIONS OVERVIEW

Grades 3–5

Chart continued from page 8.

| Score Level | Organization | Style |
|-------------|--|--|
| | Does the writing sample | Does the writing sample |
| 6 | <ul style="list-style-type: none"> • have clear order? | <ul style="list-style-type: none"> • exhibit exceptional word usage? • exhibit writing that is fluent and easy to read? • display a strong sense of audience? |
| 5 | <ul style="list-style-type: none"> • have clear order? | <ul style="list-style-type: none"> • exhibit more than adequate word usage? • exhibit writing that is fluent and easy to read? • display a sense of audience? |
| 4 | <ul style="list-style-type: none"> • have order? | <ul style="list-style-type: none"> • exhibit adequate word usage? • exhibit writing that is readable? • display some sense of audience? |
| 3 | <ul style="list-style-type: none"> • have some order? | <ul style="list-style-type: none"> • exhibit minimal word usage? • exhibit writing that is mostly readable? • display little sense of audience? |
| 2 | <ul style="list-style-type: none"> • have little order? | <ul style="list-style-type: none"> • exhibit less than minimal word usage? • exhibit writing that is hard to read? • display little sense of audience? |
| 1 | <ul style="list-style-type: none"> • have little or no order? | <ul style="list-style-type: none"> • exhibit less than minimal word usage? • exhibit writing that is hard to read? • display little or no sense of audience? |

NOTE: The chart on pages 8–9 is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers and may be found on pages 10 through 15.

Writing Applications Rubric Grades 3–5

| SCORE POINT 6 |
|--|
| A Score Point 6 paper is rare. It fully accomplishes the task and has a distinctive quality that sets it apart as an outstanding performance. |
| Ideas and Content |
| <p>Does the writing stay fully focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • avoid rambling and/or repeating information? <p>Does the writing sample include thorough and complete ideas? Does it</p> <ul style="list-style-type: none"> • include in-depth information and supporting details? • fully explore many facets of the topic? |
| Organization |
| <p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support? |
| Style |
| <p>Does the writing sample exhibit exceptional word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and provide rich details, strong verbs, and/or vivid descriptions? • demonstrate control of a challenging vocabulary? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentence patterns.) <p>Does the writing sample display a strong sense of audience? Does it</p> <ul style="list-style-type: none"> • have a unique perspective? It may be original, lively, authoritative, and/or interesting (i.e., have a clear voice). |

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

| SCORE POINT 5 | |
|---|--|
| A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper. | |
| Ideas and Content | |
| <p>Does the writing stay focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • very seldom ramble and/or repeat information? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide some in-depth information? • provide supporting details? • explore many facets of the topic? | |
| Organization | |
| <p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support? | |
| Style | |
| <p>Does the writing sample exhibit more than adequate word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and use vivid or challenging words? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentences.) <p>Does the writing sample display a sense of audience?</p> <ul style="list-style-type: none"> • Writing may have a unique perspective. It may be original, lively, authoritative, and/or interesting (i.e., have voice). | |

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

| SCORE POINT 4 |
|---|
| <p>A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.</p> |
| <p>Ideas and Content</p> <p>Does the writing stay mostly focused?</p> <ul style="list-style-type: none"> • Does it mostly stay on the topic? (Writing may include minor tangents.) • Writing may include some rambling and/or repetition. <p>Does the writing sample include some relevant ideas and information?</p> <ul style="list-style-type: none"> • Does it present related information? • Writing may not fully develop details; it may list ideas with some detail. |
| <p>Organization</p> <p>Does the writing have order? Does it</p> <ul style="list-style-type: none"> • follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a beginning, but have a conclusion)? • have a logical progression of main ideas and support? (Writing may have lapses.) |
| <p>Style</p> <p>Does the writing sample exhibit adequate word usage? Does it</p> <ul style="list-style-type: none"> • include mostly ordinary/common words (although some vivid or challenging words may be used)? <p>Is the writing readable? Does it</p> <ul style="list-style-type: none"> • flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)? • generally lack varied sentence patterns (although it may include some complex sentences)? <p>Does the writing sample display some sense of audience?</p> <ul style="list-style-type: none"> • Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)? |

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

| SCORE POINT 3 |
|---|
| A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak. |
| Ideas and Content |
| <p>Does the writing stay somewhat focused?</p> <ul style="list-style-type: none"> Does it stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.) Writing may ramble and/or repeat information. <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> provide minimal information and not begin to exhaust the possibilities? provide minimal details, but does not develop details? |
| Organization |
| <p>Does the writing have some order? Does it</p> <ul style="list-style-type: none"> show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)? require the reader to fill in gaps in the sequence? |
| Style |
| <p>Does the writing sample exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> contain ordinary/common words? exhibit minimal evidence of word choice? <p>Is the writing mostly readable?</p> <ul style="list-style-type: none"> Writing may be difficult to follow in some sections. Writing may be hard to understand; the connection of ideas and information may be unclear. Does the writing lack sentence variety? <p>Does the writing display little sense of audience?</p> <ul style="list-style-type: none"> Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice). |

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

| SCORE POINT 2 |
|---|
| <p>A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p> |
| <p>Ideas and Content</p> <p>Does the writing exhibit less than minimal focus?</p> <ul style="list-style-type: none"> • Writer may get distracted or drift away from topic. • Topic may not be developed. <p>Does the writing sample include few relevant ideas?</p> <ul style="list-style-type: none"> • Writing may include unfinished/fragmented ideas. • Writing may include only one or two bits of information. |
| <p>Organization</p> <p>Does writing have little order? Does it</p> <ul style="list-style-type: none"> • show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)? • have some ideas that may not be related to each other? |
| <p>Style</p> <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain ordinary/common words? • show no evidence of attention to word choice? <p>Is the writing hard to read?</p> <ul style="list-style-type: none"> • Reader may have to fill in gaps or guess what the writer was trying to say. • Does the writing lack sentence variety? <p>Does the writing sample display little sense of audience?</p> <ul style="list-style-type: none"> • Text may be flat, lifeless (i.e., have no voice). |

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

| SCORE POINT 1 | |
|---|--|
| <p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p> | |
| Ideas and Content | |
| <p>Does the writing have little or no focus on topic?</p> <ul style="list-style-type: none"> Content may convey little meaning. <p>Does the writing sample include almost no relevant ideas and information?</p> <ul style="list-style-type: none"> Writing may contain unfinished ideas. Writing is likely to be brief. | |
| Organization | |
| <p>Does writing have little or no order?</p> <ul style="list-style-type: none"> Does it lack the sequence of a beginning, a middle, and an end? Writing may have ideas that are not related to each other. | |
| Style | |
| <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> contain a very limited and simple vocabulary? <p>Is the writing hard to read?</p> <ul style="list-style-type: none"> Is sentence construction frequently incorrect? <p>Does the writing sample display little or no sense of audience?</p> <ul style="list-style-type: none"> Writing may be flat and lifeless (i.e., have no voice). | |

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Language Conventions Rubric Grades 3–5

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

| Score | Does writing exhibit a very good command of language skills? |
|----------|--|
| 4 | <p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Are there few or no errors in beginning capitalization? • Are there few or no errors in capitalization of proper nouns? • Are there few or no errors in ending punctuation? • Are there few or no errors in subject and verb agreement? • Are there few or no errors in the spelling of grade-level-appropriate words? • Does writing have few or no run-on sentences or sentence fragments? |
| Score | Does writing exhibit an adequate command of language skills? |
| 3 | <p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</p> <ul style="list-style-type: none"> • Is most beginning capitalization correct? • Are most proper nouns capitalized correctly? • Do most sentences end with correct punctuation? • Do most sentences have correct subject and verb agreement? • Are most grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments. |
| Score | Does writing exhibit a minimal command of language skills? |
| 2 | <p>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Is some beginning capitalization correct? • Are some proper nouns capitalized correctly? • Do some sentences end with correct punctuation? • Do some sentences have correct subject and verb agreement? • Are some grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments. |
| Score | Does writing exhibit a less than minimal command of language skills? |
| 1 | <p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Are there many errors in beginning capitalization? • Does writing have little or no evidence of capitalization of proper nouns? • Is end punctuation missing or incorrect? • Are there many errors in subject and verb agreement? • Are there many errors in the spelling of grade-level-appropriate words? • Are there run-on sentences or sentence fragments? |

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

WRITING PROMPT AND STUDENT ANCHOR PAPERS

The following section contains an overview of the fall 2008 writing prompt. This section also includes transcriptions of student anchor papers that received particular scores based on the Writing Applications and Language Conventions rubrics found on pages 10 through 16 of this guide. Each sample paper is accompanied by an explanation of the score points it received.

Please note that in the sample anchor papers included in the scoring guide, actual names of people are often replaced by initials. Similarly, actual places are often replaced by generic designations (e.g., *Anytown* or *Hometown*).

Writing Prompt

WRITING: Applications/English Language Conventions

Pages 18 and 19 provide an overview of the parts of the writing prompt.

Writing Prompt

The prompt describes what ideas students should include in their writing.

Doing My Best

Read the writing prompt below and complete the writing activity.

Think of a time when someone reminded you to “Do your best!”
Maybe you were trying a new sport or studying for a test.

Now write an original story about a time when you did your best and surprised yourself. Why did you want to show “your best”? What happened? Why were you surprised?

Be sure to include

- why you wanted to show “your best”
- what happened
- why you were surprised
- specific details to make the original story interesting
- a beginning, a middle, and an end to your original story



Use the Pre-Writing/Planning space or additional paper for notes, lists, webs, outlines, or anything else that might help you plan your writing. Then write your original story on the lined pages. Be sure to write neatly. Using the Editing Checklist on page 43, check your writing for correct grammar, spelling, punctuation, and capitalization.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Pre-Writing/Planning

Students can use the Pre-Writing/Planning space to help them focus their thoughts on the requirements of the prompt and to generate ideas to include in their writing. **The writing on the Pre-Writing/Planning pages is not scored.**

Writing Icon

The writing icon, which appears before both the writing prompt and the extended-response question, alerts the student that the response will be scored for writing. The writing icon boxes on pages 36 and 46 of the test book include the criteria by which the writing will be judged.

Editing Checklist

The Editing Checklist appears after the final draft and reminds students to review their writing for correct grammar, spelling, punctuation, and capitalization.



Whenever you see this picture, you will be doing a writing activity. Your writing will be scored on how clearly you write and how well you get your ideas across. Your writing will not be scored on your personal opinions. Be sure to check your writing for correct grammar, spelling, punctuation, and capitalization.

Editing Checklist

- 1** Have you started each sentence with a capital letter?
- 2** Have you capitalized names of people and places?
- 3** Have you used correct punctuation?
- 4** Have you spelled all words correctly?
- 5** Does the action word (verb) of your sentence agree with the subject?
Examples: Tom plays at the park.
They play at the park.
- 6** Have you used the correct form of your action words (verbs)?
Examples: Jan plays today.
Jan played yesterday.
Jan will play tomorrow.
- 7** Have you written complete sentences?

Writing Applications

Score Point 6

The following list describes a writing sample (shown on the next page) that earns a **Score Point 6** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task and addresses all parts of the prompt (i.e., writes an original story that tells how wakeboarding was a time of personal best).
- stays completely focused on the task and topic.
- includes rich, relevant supporting details and descriptions to enhance the narrative (e.g., *Then I found myself in the icy cold water floating because I had my lifejacket [life jacket] on; I gave my dad a thumbs up [,] and he turned the engine on and started moving through the water*).
- is well organized, showing a logical progression of ideas as the writer effectively describes the first attempt at wakeboarding (e.g., *I slowly started rising on top of the water. I was doing it!; I was wakeboarding on my first try*).
- uses more than adequate word usage with vivid details that make the actions clear.
- is fluent and easy to read; uses varied sentence patterns, including complex sentences (e.g., *As I watched the boat turn around [,] I heard my family cheering*).
- displays a strong sense of audience, effectively using dialog to enhance the unique perspective of the story.

NOTE: A Score Point 6 paper is an outstanding performance and therefore is rare.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- begins all sentences with a capital letter and capitalizes all proper nouns.
- has no errors in ending punctuation.
- has no subject and verb agreement errors.
- has some grade-level spelling errors (e.g., *stoped* [stopped], *couldn't* [couldn't]). However, these could be first-draft errors.*
- has no run-on sentences or sentence fragments.

*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

Original Story

Title: _____ Do your Best _____

I was in my bathing suit at my lakehouse waiting for my dad to get the boat ready. Right now he was putting gas in. Then he lowered the boat lift. The boat was bobbing up and down on top of the waves. Dad told everybody to get in the boat. I got in the boat last, holding my new wakeboard and a ski rope. I was going to try to wakeboard.

I was in our boat speeding along the water. Finally Dad stoped the boat and said I could go wakeboarding. My brother, sister, mom, and dad were all waiting for me to go into the water so I did. I jumped in feet first. When I was in the air I regreted that I had jumped. Then I found myself in the icy cold water floating because I had my lifejacket on. Dad handed me my wakeboard. I swam away from the boat and slipped my feet into the boots that were attached to my wakeboard. Dad threw me the handle of the ski rope. I was shakey. Then my whole family shouted something.

"What did you say?" I asked.

"Do your best!" They all shouted back.

I felt more confident now. If I couldn't do it then they will still be proud of me if because I tried my best.

I gave my dad a thumbs up and he turned the engine on and started moving through the water. The boat started going faster and faster. I slowly started rising on top of the water. I was doing it! The wind in my face felt calming. I couldn't believe it. I was wakeboarding on my first try.

I was up for about twenty seconds and then I fell. As I watched the boat turn around I heard my family cheering. I was going to try it again.

On my second try I tried turning. I just lean whatever direction I want to go. After a while my hands got tired so I let go.

I decided to take a break. I climbed into the boat. Everyone was telling me how I did a great job. All I said was, "I tried my best."

Now I am a very good wakeboarder and can jump the wake and do 180s and 360s. I still do my best.

Writing Applications

Score Point 5

The following list describes a writing sample (shown on the next page) that earns a **Score Point 5** using the *ISTEP+* Writing Applications Rubric.

This sample

- accomplishes the task (i.e., writes an original story that tells how learning to play basketball was a time of personal best).
- stays focused on the task and topic.
- includes relevant details that contribute to the purpose of the story (e.g., *My dad told me to try my best and keep working on it [,] so I did just that and I started to gradually get better; I still wasn't that good [,] so I practiced all I could on shooting*).
- is organized in a logical sequence, as the writer shows the progression from first learning how to play basketball (e.g., *I started to play and I liked it, but I was horrible at it*), to practicing daily and eventually going to the finals (e.g., *My team and my dad were really proud of me, and I was proud of myself too*).
- demonstrates more than adequate control of vocabulary.
- consists of varied sentence patterns, including complex sentences (e.g., *So by fourth grade [,] I thought I'd be really good [,] but I soon found out I wasn't*).
- displays a good sense of audience (e.g., *So you can see what a little practice and effort can do*).

NOTE: A Score Point 5 paper may have many of the same characteristics found in a Score Point 6 paper. However, a Score Point 5 paper frequently lacks consistency, in-depth development, sophisticated sentence structure, and/or sophisticated use of vocabulary.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization and no errors in the capitalization of proper nouns.
- has no errors in ending punctuation.
- contains no subject and verb agreement errors.
- has a few errors in the spelling of grade-level words (e.g., *remebered* [remembered], *pratice* [practice]).
- has some run-on sentences (e.g., *So by our next pratice [practice,] I was getting really good, [,] my [My] coach even said so*) but no sentence fragments.

Original Story

Title: _____ Sport Star _____

It was the beginning of October and I wanted to play basketball, so my dad signed me up. I was excited even though I had played since I was 7. My dad wanted me to play because I was tall. I started to play and I liked it, but I was horrible at it. My dad told me to try my best and keep working on it so I did just that and I started to gradually get better. So by fourth grade I thought I'd be really good but I soon found out I wasn't. I told my dad and he said I couldn't expect to be that good because I hadn't practiced over the summer. So when I got home I practiced as much as I could. I still wasn't that good so I practiced all I could on shooting. I remembered what my dad had told me when I was 7 so I pushed myself to practice harder and the next day at practice we were playing a game called knock out and it was mostly about shooting. I was playing against 3rd through 7th and I didn't think I was going to win but I did, I won three times. So by our next practice I was getting really good, my coach even said so. We had two contests one with knockout and whoever won the round with their team they went to the finals and I did! When I was in the last round I was one of the last ones it was between me and C.S., one of the best players. I lost that one but the next one we did I didn't lose, I wanted my dad to be proud of me. So I went to the finals and it was between A.D. and I won! My team and my dad were really proud of me, and I was proud of myself too. So you can see what a little practice and effort can do.

Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Writing Applications Rubric.

This sample

- adequately accomplishes the task (i.e., writes an original story that tells how becoming a successful softball player was a time of personal best).
- stays focused on the task.
- includes sufficient information and supporting details to tell the story (e.g., *When I had went [When I went] into the dugout [,] the whole team started telling me good job and other things*). However, the ideas could have been more fully developed.
- organizes ideas adequately with a clear beginning, middle, and end.
- demonstrates control of basic vocabulary and uses some vivid imagery (e.g., *My team screamed as I ran from base to base*).
- is easy to read and has some sentence variation, including complex sentences (e.g., *When I am up to bat [,] I always think I can do it again*).
- demonstrates a sense of audience and attempts to develop an original perspective.

NOTE: A Score Point 4 paper represents a good performance. One factor that differentiates a Score Point 4 paper from Score Point 6 and Score Point 5 papers is the development of ideas and content.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization or in the capitalization of proper nouns.
- has no errors in ending punctuation.
- has no subject and verb agreement errors.
- has one grade-level spelling error (e.g., *Other wise* [Otherwise]).
- has no run-on sentences and no sentence fragments.

Original Story

Title: My Surprise

"Do your best A.," my dad would always say. I wasn't good at batting off the pitcher. I would either hit it and get out at first base or strike out. It would be like that every day but one day I was up to bat and I hit a triple. My team screamed as I ran from base to base. I would of made it home but the other team threw the ball in and I didn't go home. I was shaking with excitement. At least on the next batter I got home. When I had went into the dugout the whole team started telling me good job and other things. I will always remember that day. When I am up to bat I always think I can do it again. Now, because of that day I have had many successes. I have now become a pitcher, I am better at catching the balls than I used to be, and I have become a better hitter. My dad loves it when I do good and when I feel happy. Today I feel like a new softball player. I am so glad I hit that ball and got a triple. Other wise I would not have a story to tell.

Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., writes an original story that tells how taking a subtraction test was a time of personal best).
- stays somewhat focused on the task.
- provides a few supporting details about the subtraction test (e.g., *I got half of it done in 3 min [minutes] and 45 seconds; I got done in three second [seconds] before the alarm went off*). However, further development is minimal.
- attempts to organize ideas with a beginning and middle, but there is no clear ending.
- uses basic vocabulary (e.g., *And I did the same thing when we had to add*).
- is mostly easy to read and attempts some sentence variety (e.g., *When we got stared [started,] I was doing fine*).
- demonstrates some sense of audience.

NOTE: The word **minimal** is often associated with a Score Point 3 paper. A Score Point 3 paper, like a Score Point 4 paper, has a list-like quality and uses basic sentences and vocabulary. However, a Score Point 4 paper provides some details and in-depth information, while a Score Point 3 paper shows little or no development of ideas.

Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization or in the capitalization of proper nouns.
- has no errors in ending punctuation.
- has no errors in subject and verb agreement.
- includes many grade-level spelling errors (e.g., *heried* [hurried], *for got* [forgot], *attenion* [attention], *diffrent* [different], *storie* [story]).
- contains run-on sentences (e.g., *I only got the easy one done [.] then [Then] their [there] was one mienut [minute] left and thirty one [thirty-one] seconds*) but no sentence fragments.

Original Story

Title: My best time

The time I did my best was when I did a subtraction test. I got half of it done in 3 min and 45 seconds. I only had twenty more problems to go. So I did the easy ones first, then I hurried to the hard ones then I got them but I forgot at the top because I wasn't paying attention. So I went back and I only had 2 minutes left for the test. I got done in three seconds before the alarm went off. And I did the same thing when we had to add. But on a multiplication test is a different story. Once on a multiplication test we had five minutes to finish it. When we got started I was doing fine.

But after 3 minutes I started going bad. I only got the easy one done then there was one minute left and thirty one seconds.

Writing Applications

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., writes an original story that tells how taking a science test was a time of personal best).
- shows little focus on the task.
- includes a few relevant details (e.g., *I try* [tried] *so hard on that Sincne* [science test]). However, further development is lacking.
- makes a minimal attempt to organize (e.g., *First* [,] *When* [when] *my mom told me*; *Next, I saw*; *Last, On* [on] *Fri.* [Friday]).
- exhibits a very limited vocabulary (e.g., *I hope and hope*).
- is readable but includes mostly simple sentences.
- displays some sense of audience by using an enthusiastic tone (e.g., *Last, On* [on] *Fri.* [Friday] *I was so surprised I got an A+!*).

NOTE: On the positive side, the Score Point 2 paper communicates some ideas. However, the overall lack of language skills limits the student's ability to communicate these ideas effectively.

Language Conventions

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- contains no errors in beginning capitalization and no errors in the capitalization of proper nouns.
- has no errors in ending punctuation.
- has no subject and verb agreement errors.
- has some grade-level spelling errors (e.g., *my-self* [myself], *form* [from]).
- has no run-on sentences or sentence fragments.

NOTE: The difference between a Score Point 3 paper and a Score Point 2 paper is that, in a Score Point 2 paper, the number and variety of errors are often in basic language skills. Also, the variety and proportion of errors in relation to the length of this writing exhibits a minimal command of language skills.

Original Story

Title: Doing My Best

First, When my mom told me to do my best I did. I try so hard on that Sincne.
I counted on my-self to do my best. I hope and hope.

Next, I saw my Sincne test of Fri. and it was only Wed. and Thurs. I hope and
hope.

Last, On Fri. I was so surprised I got an A+! I was so happy and I told my
granny and she said she is going to get me something form Las Vages.

Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Writing Applications Rubric.

This sample

- attempts to accomplish the task (i.e., tells how playing the position of cornerback and blocking the wide receiver was a time of personal best).
- is too brief to establish a focus.
- offers some relevant details (e.g., *I hidt [had] to Blok [block] the Ball [ball]*).
- lacks sufficient development to determine an organizational plan.
- is difficult to read.
- contains a simple, limited vocabulary.
- shows some sense of audience (e.g., *i is fun you ned to sin up fo coner [It is fun. You need to sign up for cornerback.]*).

NOTE: Although Score Point 1 is the lowest score point, the paper conveys some meaning. At this level, problems in sentence structure may limit the writer's ability to communicate ideas.

Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization but has errors in the capitalization of the proper pronoun (e.g., *i [I]*).
- has no errors in ending punctuation.
- has no errors in subject and verb agreement.
- has many grade-level spelling errors in proportion to its overall length (e.g., *Wen [When], fo [for], Bloking [blocking], hidt [had], catc [catch], colld [called]*).
- contains run-on sentences (e.g., *Wen i sind up fo coner i was Doin my Best i was Bloking the widersefer [When I signed up for cornerback, I was doing my best. I was blocking the wide receiver]*) and one sentence fragment (e.g., *So the widersefer [wide receiver] did not catc [catch] the ball*).

NOTE: In a Score Point 1 paper, errors cause the reader to struggle to discern the writer's meaning.

Original Story

Title: Doing my Best

Wen i sind up fo coner i was Doin my Best i was Bloking the widersefer. I hidt to
Blok the Ball. So the widersefer did not catc the ball. I was colld a coner Bak i is
fun you ned to sin up fo coner the End.

INTRODUCTION TO READING/WRITING TASKS

The second component of the applied skills section of *ISTEP+* at Grades 4 through 8 and Grade 10 is a reading/writing task. The reading/writing task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading/writing task consists of one or two passages of text, multiple-choice questions, open-ended questions, and one extended-response question. Because this is a reading comprehension test, all the information students need in order to answer the questions correctly is in the text. All responses should be based on information from the text.

Rubrics are used to score the open-ended applied skills questions. **The rubrics describe the levels of performance and ensure that the responses are scored fairly and objectively.** There are three kinds of rubrics used to score the reading/writing tasks.

- **Reading Comprehension**

Reading Comprehension Rubrics are used to score the open-ended questions and extended-response question. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point. Students may receive a maximum of two points.

- **Writing Applications**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Writing Applications. The Extended Response Writing Applications Rubric is based on the Writing Applications Rubric used to score the writing prompt. It assesses how well the students organize and communicate their thoughts in writing. Students may receive a maximum of four points.

- **Language Conventions**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Language Conventions. The Language Conventions Rubric assesses how well the students use language conventions such as paragraphing, grammar, word usage, and spelling. Students may receive a maximum of four points.

INTRODUCTION TO READING/WRITING TASKS (cont.)

The following pages show the multiple-choice questions, the open-ended questions, and the extended-response question. For the multiple-choice questions, the correct response is indicated. Sample responses, exemplars, and rubrics accompany each open-ended question. The Reading Comprehension exemplars provided for all questions are not necessarily the only correct responses possible. In many cases, other relevant responses may be accepted. Each sample response is accompanied by an explanation of the score point it received. The open-ended questions are scored only for Reading Comprehension; however, the extended-response question is scored for Writing Applications and Language Conventions in addition to Reading Comprehension.

All questions used in the reading/writing task are based on the skills outlined in the Indiana Academic Standards through Grade 4 on page 7 of this guide. Teachers are encouraged to discuss both the Indiana Academic Standards and the examples given in this guide with students and parents. Teachers may also use these examples and similar questions to teach students strategies that will help them become more efficient readers, locate information in a text, and support an opinion with information from the text.

Test 4: English/Language Arts

For Test 4, you will read a story and an article. You will answer questions about what you have read. Then you will do some writing on a related topic.

First you will read “Aislinn’s Caper.” This story tells how a girl helps a horse. Read the story and do Numbers 1 through 6. You may look back at the story as often as you like.

Pre-Reading

The reading passages are preceded by an introduction that helps the student to focus on the upcoming task.

Following the introduction, the student reads “Aislinn’s Caper” and “Call Her the Big Cheese.” A copy of these passages accompanies the student’s responses to the applied skills section.

Test 4—Question 1

READING: Literary Response and Analysis

1 Look at the box at the beginning of the story. When Grandfather talks to Aislinn before sending her off to bed, he is trying to

- ☐ ask her for help
- ☐ teach her a lesson
- ☒ make her feel better
- ☐ protect her from harm

Test 4—Question 2
READING: Literary Response and Analysis

2 Give TWO reasons why Aislinn wants Caper’s hooves to be healed.

1) _____

2) _____

Exemplars:

- Aislinn and her grandfather need Caper to pull the cart to market.
- So they can sell their fish in order to have money to pay the rent.
- Aislinn wants Caper’s hooves to stop hurting.
- other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar |
| 0 points | other |

SCORE POINT 2

2 Give TWO reasons why Aislinn wants Caper's hooves to be healed.

1) So Caper feels better.

2) So Caper can pull the cart of fish.

Test 4—Question 2 Score Point 2

The first part of the response is a version of the third exemplar. The second part of the response is a version of the first exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 1

2 Give TWO reasons why Aislinn wants Caper's hooves to be healed.

1) For the pain to go away.

2) For her grandfather.

Test 4—Question 2 Score Point 1

The first part of the response is a version of the third exemplar. The second part of the response is incorrect. Therefore, the total response receives a Score Point 1.

Test 4—Question 2
Score Point 0

Both parts of the response are incorrect. Therefore, the total response receives a Score Point 0.

| SCORE POINT 0 | |
|---------------|---|
| 2 | Give TWO reasons why Aislinn wants Caper's hooves to be healed. |
| 1) | <u>You put ice on it</u> _____ |
| 2) | <u>She took her to the river</u> _____ |

NOTE: The responses to Numbers 2, 6, 9, and 11 (the open-ended questions) do not have to be written in complete sentences to receive credit. Errors in spelling, punctuation, and grammar are also not considered when scoring these responses.

Test 4—Question 3
READING: Literary Response and Analysis

3 Aislinn gets the idea to help Caper when she remembers

- ☐ her trip to the market
- ☐ her dream about Caper
- ☒ the time she twisted her ankle
- ☐ the time Caper had sore hooves

Test 4—Question 4
READING: Literary Response and Analysis

4 Aislinn and Grandfather take Caper into the sea because of the

- ☐ damp air
- ☐ wet sand
- ☒ chilly water
- ☐ gentle waves

Test 4—Question 5
READING: Literary Response and Analysis

- 5** Aislinn's dream is important to the story because it
- ☐ describes Aislinn's past experience
 - ☒ shows that Caper's hooves will heal
 - ☐ describes how Caper is faster than other horses
 - ☐ shows how good Aislinn is at horseback riding

Test 4—Question 6
READING: Literary Response and Analysis

6 Give TWO examples from the story that show how the sea is good to Aislinn and Grandfather.

1) _____

2) _____

Exemplars:

- Grandfather catches fish from the sea.
- Water from the sea helps heal Caper's hooves.
- other relevant text-based example

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar |
| 0 points | other |

Test 4—Question 6
Score Point 2

The first part of the response is a version of the second exemplar. The second part of the response is a version of the first exemplar. The total response receives full credit for a Score Point 2.

| SCORE POINT 2 | |
|---------------|--|
| 6 | Give TWO examples from the story that show how the sea is good to Aislinn and Grandfather. 1) <u>It was cold enough to heal the hooves.</u> 2) <u>It gives them fish to sell</u> |

Test 4—Question 6
Score Point 1

The first part of the response is incorrect. The second part of the response is a version of the second exemplar. Therefore, the total response receives a Score Point 1.

| SCORE POINT 1 | |
|---------------|---|
| 6 | Give TWO examples from the story that show how the sea is good to Aislinn and Grandfather. 1) <u>It has gentle waves.</u> 2) <u>It healed Caper's hooves.</u> |

Test 4—Question 6
Score Point 0

Both parts of the response are incorrect. Therefore, the total response receives a Score Point 0.

| SCORE POINT 0 | |
|---------------|---|
| 6 | Give TWO examples from the story that show how the sea is good to Aislinn and Grandfather. 1) <u>It reminds them of the good times</u> 2) <u>Its like home to them.</u> |

Test 4—Question 7

READING: Word Recognition, Fluency, and Vocabulary Development

7 Read this sentence from the article.

She enjoys using wacky words like *gooey*, *fudgy*, and *barnyardy* to describe cheeses.

When the author says that Sarah’s words are “wacky,” she means the words

- ☐ end the same way
- ☒ sound silly and made-up
- ☐ describe different animals
- ☐ make the customers hungry

Test 4—Question 8

READING: Comprehension

8 Why did Sarah travel to France?

- ☐ to practice tasting new cheeses
- ☐ to work in a special cheese shop
- ☒ to study how some cheese is made
- ☐ to learn new words to describe cheeses

Test 4—Question 9
READING: Comprehension

- 9** A chef is someone who cooks and manages the kitchen in a restaurant. Suppose Sarah decides to become a French chef. What are TWO different ways her past experience will be helpful in her new job?

1) _____

2) _____

Exemplars:

- She read many cookbooks when she was in college, so she knows a lot about food.
- She worked in a restaurant in Pennsylvania.
- She knows the taste, smell, and look of 300 different cheeses.
- She is familiar with some French cheeses.
- She has visited the cheese caves in France and knows about the aging process of cheese.
- She talks to chefs and helps them select cheeses at Murray's.
- other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar |
| 0 points | other |

SCORE POINT 2

- 9 A chef is someone who cooks and manages the kitchen in a restaurant. Suppose Sarah decides to become a French chef. What are TWO different ways her past experience will be helpful in her new job?

- 1) She worked in a resteraunt

- 2) Read cookbooks like novels.

Test 4—Question 9 Score Point 2

The first part of the response is a version of the second exemplar. The second part of the response is a version of the first exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 1

- 9 A chef is someone who cooks and manages the kitchen in a restaurant. Suppose Sarah decides to become a French chef. What are TWO different ways her past experience will be helpful in her new job?

- 1) She has to reconize the taste, smell, and loo o'f all Murrays
cheeses.
- 2) She say's wacky wor'ds like gooey, fudgy, and, baryardy.

Test 4—Question 9 Score Point 1

The first part of the response is a version of the third exemplar. The second part of the response is incorrect. Therefore, the total response receives a Score Point 1.

SCORE POINT 0

- 9 A chef is someone who cooks and manages the kitchen in a restaurant. Suppose Sarah decides to become a French chef. What are TWO different ways her past experience will be helpful in her new job?

- 1) so she can already know what to do.

- 2) And so if sombody messes up she can tell them how to do it.

Test 4—Question 9 Score Point 0

Both parts of the response are incorrect. Therefore, the total response receives a Score Point 0.

Test 4—Question 10
READING: Comprehension

10 Why is some cheese kept in caves?

- ☒ to keep the cheese cool as it ages
- ☐ to keep the cheese safe from animals
- ☐ so people have a place to buy the cheese
- ☐ so people have a place to learn about cheese

Test 4—Question 11
READING: Comprehension

- 11** Sarah is working in a cheese shop, but in some ways, she is like a teacher. Give TWO different examples from the article to show how Sarah is like a teacher.

1) _____

2) _____

Exemplars:

- She teaches people about cheeses/opens people's eyes to the world of cheese.
- She thinks kids should visit local dairy farms to see how cheese is made.
- She has to study for her job.
- She knows her subject well.
- other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar |
| 0 points | other |

Test 4—Question 11
Score Point 2

The first part of the response is a version of the third exemplar. The second part of the response is a version of the first exemplar. The total response receives full credit for a Score Point 2.

| SCORE POINT 2 | |
|---------------|---|
| 11 | Sarah is working in a cheese shop, but in some ways, she is like a teacher. Give TWO different examples from the article to show how Sarah is like a teacher. 1) <u>She studies.</u> <u></u> 2) <u>She "teaches" people about how to get cheese, where it came from, and what kind it is.</u> <u></u> |

Test 4—Question 11
Score Point 1

The first part of the response is a version of the first exemplar. The second part of the response is also a version of the first exemplar. Therefore, the total response receives a Score Point 1.

| SCORE POINT 1 | |
|---------------|--|
| 11 | Sarah is working in a cheese shop, but in some ways, she is like a teacher. Give TWO different examples from the article to show how Sarah is like a teacher. 1) <u>She teaches people about cheese.</u> <u></u> 2) <u>She teaches people where cheese comes from.</u> <u></u> |

Test 4—Question 11
Score Point 0

Both parts of the response are incorrect. Therefore, the total response receives a Score Point 0.

| SCORE POINT 0 | |
|---------------|---|
| 11 | Sarah is working in a cheese shop, but in some ways, she is like a teacher. Give TWO different examples from the article to show how Sarah is like a teacher. 1) <u>She shows how to make chesse</u> <u></u> 2) <u>She is a good cheese maker</u> <u></u> |

Test 4—Question 12
READING: Comprehension

- 12** Sarah thinks it is important for children to visit a dairy farm because they can
- ☐ see caves and sheep
 - ☐ study goats and cows
 - ☒ learn about cheese making
 - ☐ practice describing cheeses

Test 4—Question 13

READING: Comprehension

WRITING: Applications/English Language Conventions



13

Explain what you would like and dislike about the job of being a “cheesemonger” at Murray’s Cheese. **In your writing, be sure to include at least TWO different details from the article “Call Her the Big Cheese” to help support your response.**

You may use the space below to plan your writing. Using the Editing Checklist on page 61, check your writing for correct grammar, spelling, punctuation, and capitalization. **Remember, your writing should be well organized and have a beginning, a middle, and an end.**

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Extended Response Writing Applications Overview Grades 3–5

| Score | Does the writing sample |
|----------|--|
| 4 | <ul style="list-style-type: none"> • stay fully focused? • include many relevant ideas? • have clear order? • exhibit more than adequate word usage? • exhibit writing that is fluent and easily readable? • display a sense of audience? |
| Score | Does the writing sample |
| 3 | <ul style="list-style-type: none"> • stay mostly focused? • include relevant ideas? • have order? • exhibit adequate word usage? • exhibit writing that is readable? • display some sense of audience? |
| Score | Does the writing sample |
| 2 | <ul style="list-style-type: none"> • stay somewhat focused? • include some relevant ideas? • have some order? • exhibit minimal word usage? • exhibit writing that is mostly readable? • display little sense of audience? |
| Score | Does the writing sample |
| 1 | <ul style="list-style-type: none"> • have little or no focus? • include few or no relevant ideas? • have little or no order? • exhibit less than minimal word usage? • exhibit writing that is hard to read? • display little or no sense of audience? |

NOTE: This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended Response Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Extended Response Writing Applications Rubric Grades 3–5

| SCORE POINT 4 |
|---|
| A Score Point 4 paper represents a solid performance. It fully accomplishes the task. |
| Ideas and Content |
| <p>Does the writing stay fully focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • avoid rambling or repeating information? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide ample information? • provide many supporting details? • explore many facets of the topic? |
| Organization |
| <p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support? |
| Style |
| <p>Does the writing sample exhibit more than adequate word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and use vivid or challenging words? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentences.) <p>Does the writing sample display a sense of audience?</p> <ul style="list-style-type: none"> • Writing may have a unique perspective. It may be original, lively, authoritative, and/or interesting (i.e., have voice). |

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Extended Response Writing Applications Rubric Grades 3–5

| SCORE POINT 3 |
|---|
| <p>A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.</p> |
| <p>Ideas and Content</p> <p>Does the writing stay mostly focused? Does it</p> <ul style="list-style-type: none"> • mostly stay on the topic? (Writing may include minor tangents.) • include some rambling and/or repetition? <p>Does the writing sample include relevant ideas? Does it</p> <ul style="list-style-type: none"> • present related information? • provide some supporting details? |
| <p>Organization</p> <p>Does the writing have order? Does it</p> <ul style="list-style-type: none"> • follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a beginning, but have a conclusion)? • have a logical progression of main ideas and support? (Writing may have lapses.) |
| <p>Style</p> <p>Does the writing sample exhibit adequate word usage? Does it</p> <ul style="list-style-type: none"> • include mostly ordinary/common words (although some vivid or challenging words may be used)? <p>Is the writing readable? Does it</p> <ul style="list-style-type: none"> • flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)? • generally lack varied sentence patterns (although it may include some complex sentences)? <p>Does the writing sample display some sense of audience?</p> <ul style="list-style-type: none"> • Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)? |

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

**Extended Response Writing Applications Rubric
Grades 3–5**

| SCORE POINT 2 | |
|---|--|
| <p>A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p> | |
| Ideas and Content | |
| <p>Does the writing stay somewhat focused? Does it</p> <ul style="list-style-type: none"> • stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.) • ramble and/or repeat information? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide minimal information and not begin to exhaust the possibilities? • provide minimal details, but does not develop details? | |
| Organization | |
| <p>Does the writing have some order? Does it</p> <ul style="list-style-type: none"> • show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)? • require the reader to fill in gaps in the sequence? | |
| Style | |
| <p>Does the writing sample exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain ordinary/common words? • exhibit minimal evidence of word choice? <p>Is the writing mostly readable?</p> <ul style="list-style-type: none"> • Writing may be difficult to follow in some sections. • Writing may be hard to understand; the connection of ideas and information may be unclear. • Does the writing lack sentence variety? <p>Does the writing display little sense of audience?</p> <ul style="list-style-type: none"> • Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice). | |

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Extended Response Writing Applications Rubric Grades 3–5

| SCORE POINT 1 | |
|---|--|
| <p>A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p> | |
| Ideas and Content | |
| <p>Does the writing exhibit little or no focus?</p> <ul style="list-style-type: none"> • Writer may get distracted, may drift away from topic, or may convey little meaning. • Topic may not be developed. <p>Does the writing sample include few or no relevant ideas?</p> <ul style="list-style-type: none"> • Writing may include unfinished/fragmented ideas. • Writing may include only one or two bits of information. | |
| Organization | |
| <p>Does the writing have little or no order? Does it</p> <ul style="list-style-type: none"> • show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)? • have some ideas that may not be related to each other? | |
| Style | |
| <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain a limited or simple vocabulary? • show no evidence of attention to word choice? <p>Is the writing hard to read?</p> <ul style="list-style-type: none"> • Reader may have to fill in gaps or guess what the writer was trying to say. • Is sentence construction frequently incorrect? <p>Does the writing sample display little or no sense of audience?</p> <ul style="list-style-type: none"> • Text may be flat, lifeless (i.e., have no voice). | |

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Language Conventions Rubric Grades 3–5

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

| Score | Does writing exhibit a very good command of language skills? |
|----------|--|
| 4 | <p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Are there few or no errors in beginning capitalization? • Are there few or no errors in capitalization of proper nouns? • Are there few or no errors in ending punctuation? • Are there few or no errors in subject and verb agreement? • Are there few or no errors in the spelling of grade-level-appropriate words? • Does writing have few or no run-on sentences or sentence fragments? |
| Score | Does writing exhibit an adequate command of language skills? |
| 3 | <p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</p> <ul style="list-style-type: none"> • Is most beginning capitalization correct? • Are most proper nouns capitalized correctly? • Do most sentences end with correct punctuation? • Do most sentences have correct subject and verb agreement? • Are most grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments. |
| Score | Does writing exhibit a minimal command of language skills? |
| 2 | <p>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Is some beginning capitalization correct? • Are some proper nouns capitalized correctly? • Do some sentences end with correct punctuation? • Do some sentences have correct subject and verb agreement? • Are some grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments. |
| Score | Does writing exhibit a less than minimal command of language skills? |
| 1 | <p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Are there many errors in beginning capitalization? • Does writing have little or no evidence of capitalization of proper nouns? • Is end punctuation missing or incorrect? • Are there many errors in subject and verb agreement? • Are there many errors in the spelling of grade-level-appropriate words? • Are there run-on sentences or sentence fragments? |

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Reading Comprehension Rubric

| SCORED FOR READING | |
|--|--|
| Exemplars: | |
| <p>Reasons to like and dislike the job</p> <ul style="list-style-type: none"> • works in New York City • sells things in a store • works from 10 a.m. to 8:30 p.m. (until store closes) • learns about different cheeses (where they come from, what they smell like, what they look like, which animals give milk for cheese, and the aging process for cheese) • goes to France and visits the cheese caves • teaches others about different cheeses • gives the cheeses funny names • meets and talks to many different people, like famous chefs • tastes a lot of cheese • other relevant text-based response | |
| Reading Comprehension Rubric: | |
| Score | |
| 2 | response includes versions of two exemplars |
| Score | |
| 1 | response includes version of one exemplar only |
| Score | |
| 0 | other |

Extended Response Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- fully accomplishes the task and maintains focus (i.e., explains the pros and cons of being a cheesemonger and fully supports the writing with specific details).
- provides more than adequate supporting details (e.g., *I would love to try cheeses from Spain, France, and Britan [Britain]; Talking about cheese everyday [every day] would be hard*).
- is well organized with an enthusiastic introduction (e.g., *If I ever worked in a cheese store like Murry's [Murray's] cheese, I would love it*) and a clear middle and end.
- demonstrates control of vocabulary that is appropriate to the topic.
- is easy to read and uses a variety of sentence patterns, including complex sentences.
- has a good sense of audience (e.g., *I would love to travel to a different country to learn about cheese; These are things I like and I would dislike*).

Extended Response Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization or in the capitalization of proper nouns.
- has no errors in ending punctuation.
- has an error in subject and verb agreement (e.g., *Because there is [are] so many cheeses in the world*).
- includes a grade-level spelling error (e.g., *proibly* [probably]).
- has no run-on sentences but has one sentence fragment (e.g., *Because I love cheese*).

NOTE: In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.

Essay

If I ever worked in a cheese store like Murry's cheese, I would love it. Because I love cheese. Cheese has always been one of my favorite foods. I think it is very good.

A reason I would like to have a job like that is because I would like to travel. I would love to travel to a different country to learn about cheese. That would be a lot of fun for me.

Another reason why I would love it is because, I would be very happy getting to try different cheese every day! I would love to try cheeses from Spain, France, and Britain!

But one way I would not like to do is working around cheese for $10\frac{1}{2}$ hours each day. I would really start get bored about it and really start to dislike it.

Talking about cheese everyday would be hard. Because there is so many cheeses in the world, it would be hard to remember all of the countries and brands.

There are things I like and I would dislike. But I don't think that working at a cheese shop would be that bad. I think I would probly like it.

Reading Comprehension Score Point 2

The response (shown above) includes versions of the fifth exemplar (e.g., *I would love to travel to a different country*), the ninth exemplar (e.g., *I would be very happy getting to try different cheese every day*), the third exemplar (e.g., *But one way [thing] I would not like to do is working [work] around cheese for $10\frac{1}{2}$ hours each day*), and the fourth exemplar (e.g., *Because there is [are] so many cheeses in the world, it would be hard to remember all of the countries and brands*) to explain the pros and cons of being a cheesemonger. Therefore, this response receives a Score Point 2.

NOTE: Although this paper includes four different details from the article for support, only two different details are needed to receive a Score Point 2.

Extended Response Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- accomplishes the task and stays mostly focused (i.e., explains the pros and cons of being a cheesemonger).
- provides some supporting details (e.g., *When J.'s first cutermer [customer] came [,] he was really nervous*), although some ideas could be more fully developed.
- is organized logically with a clear introduction (e.g., *I'm at my first day at work at the Big chese [Cheese]*) and end (e.g., *From that point on [,] J. thought he was the biggest [,] happiest man on the face of the Earth*), although there is some repetition of ideas in the middle section of the essay.
- uses mostly ordinary words.
- is easy to read and uses some sentence variety, including complex sentences.
- has some sense of audience (e.g., *I can already tell I going [I am going] to have a blast*).

Extended Response Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct beginning capitalization but has errors in the capitalization of proper nouns (e.g., *the happiest place on the Earth* [The Happiest Place on the Earth]).
- has no errors in ending punctuation.
- has correct subject and verb agreement.
- has several errors in the spelling of grade-level words (e.g., *cutermer* [customer], *throug* [through], *monthes* [months], *woking* [working], *wonderfull* [wonderful]).
- contains a run-on sentence (e.g., *You should really like it here [,] we [We] almost named the store the [The] happiest [Happiest] place [Place] on the Earth*) but no sentence fragments.

NOTE: In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.

Essay

I'm at my first day at work at the Big chese. I can already tell I going to have a blast. Oh "hello you must be the manger here" said, J. "Yes I am" said, Murrays. You should really like it here we almost named the store the happiest place on the Earth. Well it sure does feel like the happiest place on the Earth. Well have a fun time working here. When J.'s. first cutermer came he was really nervous. But he got throug like he mastered the sales pitch. "This is the funest job in the World"! said, J. After a few monthes of woking J. Finaly went to a chese cave. Then when he came back Merray was sick. So he had to step in as Manager. He did such a wonderfull job Merray stepped down as Manager and J. became the new Manager. From that point on J. thought he was the biggest happiest man on the face of the Earth.

Reading Comprehension

Score Point 1

The response (shown above) includes a version of the fifth exemplar (e.g., *After a few monthes [months] of woking [working,] J. Finaly [finally] went to a chese [cheese] cave*) to explain the pros and cons of being a cheesemonger. Therefore, this response receives a Score Point 1.

Extended Response Writing Applications

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., explains the pros and cons of being a cheesemonger).
- provides minimal supporting details.
- attempts to organize with a simple introduction (e.g., *The very thing I like about cheese is that I get to taste them* [it]), but the ideas are not developed and the conclusion is weak.
- uses basic vocabulary.
- attempts some sentence variety.
- has some sense of audience (e.g., *My favorite type is cheddar* [cheddar.] *now* [Now] *that is good*).

Extended Response Language Conventions

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has one error in beginning capitalization (e.g., *but* [But] *the part I don't like is*) but no errors in the capitalization of proper nouns.
- has an error in ending punctuation (e.g., *I like it all.* [no period] *but the mosserela* [mozzarella]).
- has no errors in subject and verb agreement.
- misspells many grade-level words (e.g., *alot* [a lot], *any thing* [anything], *bie* [bye]) in proportion to its overall length.
- includes run-on sentences (e.g., *The very thing I like about cheese is that I get to taste them* [it.] *that* [That is] *my favorite part about cheese*) but no sentence fragments.

Essay

Cheese

The very thing I like about cheese is that I get to taste them that my favorite part about cheese.

I like alot of different types of cheese. They are so good.

but the part I don't like is, Well uh... I don't hate any thing about it. I like it all. but the mosserelal, its not to bad but it's ok. My favorite type is cheader now that is good.

Well that all so

bie.

Reading Comprehension Score Point 2

The response (shown above) includes a version of the ninth exemplar (e.g. *The very thing I like about cheese is that I get to taste them* [it]) and a version of the tenth exemplar (e.g., *I like it all.* [no period] *but the mosserelal* [mozzarella]) to explain the pros and cons of being a cheesemonger. Therefore, this response receives a Score Point 2.

Extended Response Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- only partially accomplishes the task (i.e., the writer names the story's main character and references the title).
- has no supporting details.
- is too brief to establish an organizational pattern.
- includes a limited, simple vocabulary.
- is difficult to read.
- demonstrates no sense of audience.

Extended Response Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization but has an error in the capitalization of a proper noun (e.g., "*Coll* [*Call*] *her* [*Her*] *the big* [*Big*] *cheeses* [*Cheese*]").
- includes no errors in ending punctuation.
- has many grade-level spelling errors (e.g., *cunbed* [*could*], *wond* [*won't*], *duse* [*does*], *jut* [*just*]) in proportion to its overall length.
- has no run-on sentences but has a sentence fragment (e.g., *But wond* [*won't*] *fit Sarha* [*Sarah's*] *story*).

NOTE: In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.

Essay

It cunbed be she gril that make chessea. But wond fit Sarha story. She duse make chession.

So it jut be "Coll her the big chesses.

Reading Comprehension

Score Point 0

The response (shown above) contains no versions of any of the exemplars. Therefore, this response receives a Score Point 0.

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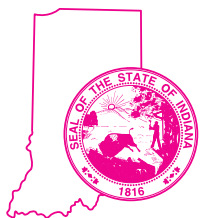
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Grade 5

English/Language Arts

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Teacher's Scoring Guide



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